

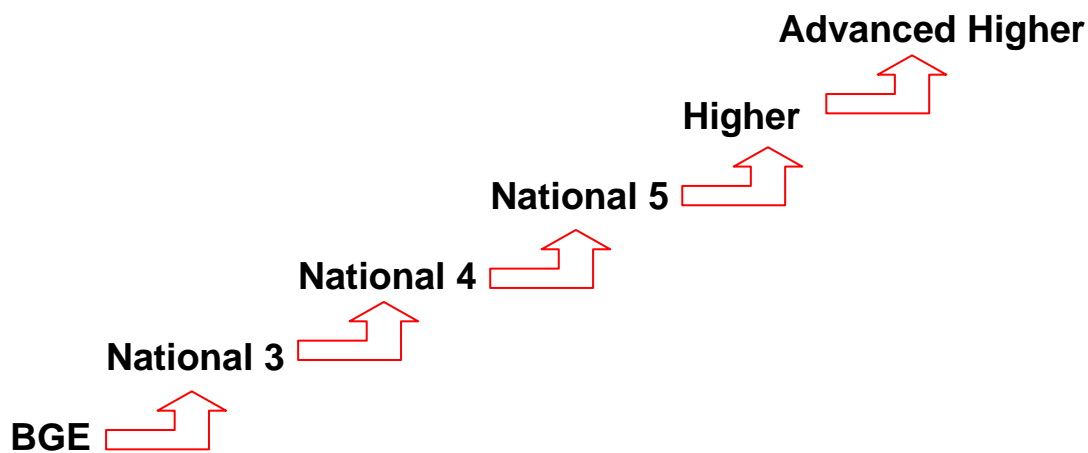
Learning in Health and wellbeing

Through health and wellbeing, pupils will experience what it feels like to develop, enjoy and live a healthy lifestyle. They will also learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion, and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health and leisure industries.

As pupils progress through their broad general education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning – within the Curriculum areas; Interdisciplinary learning; Ethos and life of the school; opportunities for personal achievement.

The main lines of development for all courses within Health and Wellbeing will be will be:

- *health – mental, social, emotional and physical*
- *physical education and physical activity including sport*
- *eating for health, and safe, hygienic practices*
- *personal safety*
- *drugs, alcohol and tobacco*
- *relationships, sexual health and parenthood*
- *planning choices for school and beyond.*

Physical Education

Courses will enable pupils to develop skills, knowledge and understanding required to perform effectively in a range of physical activities, enhancing their physical wellbeing. The courses will be practical and experiential, and will have scope for personalisation and choice. Pupils will be provided with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities. In addition to the core Physical Education activities offered to pupils, there will be opportunities to gain experiences and accreditation related to the National Qualifications courses.

The skills that pupils gain by successfully completing Physical Education courses will be valuable for learning, life and work. Pupils will:

- demonstrate a comprehensive range of movement and performance skills safely
- understand factors that impact on performance
- plan, develop and implement approaches to enhance personal performance
- monitor, record and evaluate performance development
- make decisions and solve problems in performance contexts
- show organisational skills in preparing for, and during, physical activities

The Learner Journey through all aspects of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of factors impacting on performance.

The hierarchical mandatory units - Performance Skills and Factors Impacting on Performance, covered within the core experience will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Physical Education

The course consists of 2 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Physical Education: **Performance Skills**

Physical Education: **Factors Impacting on Performance**

Physical Education: **Performance (Added Value Unit)**

National 5 Physical Education

The course consists of 2 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Physical Education: **Performance Skills**

Physical Education: **Factors Impacting on Performance**

Physical Education: **Course Assessment** Component 1 – performance

Component 2 – portfolio

Home learning in Physical Education

All pupils will be required to continue their learning at home. Work for both the Performance and the Factors Impacting on Performance units will require additional input at home in order to develop performance and enhance their knowledge and understanding of the factors involved. Tasks may include;

- independent research
- portfolio work
- watching sporting activities
- completing written tasks
- revision using GLOW or the PE & Health website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading written tasks. Other activities which parents/ carers can support pupils include;

- attending sporting events
- discussing sporting activities
- encouraging participation in physical activity outside school

Supporting Learners in Physical Education

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to sporting events / venues and other places of interest
- involvement in extra curricular clubs and teams
- input from various outside partners

Dance

This course provides an introduction to the knowledge and understanding, and skills in both technique and choreography in Dance. Assessment in this course is based on a pass/fail over a series of learning outcomes. Learners will develop both their technical skills in a range of dance styles and have the opportunity to develop their creativity and knowledge of the processes of choreography. Learning experiences will be both practical and experiential with opportunities for learners to build a knowledge base of both techniques and choreographic theories and principles. Learners will be encouraged to embrace related elements, such as theatre arts and appreciating performances, all of which inform their own development.

The course has been designed to allow pupils to develop their own dance style and dance technique through experiential learning. Learners will experience and develop their knowledge in a range of genres from Hip Hop, Contemporary, Jazz to Scottish Dance influences. Pupils will develop choreography skills which will prepare them for the demands of National 5 Dance assessment.

The skills that pupils gain by successfully completing **Dance** courses will be valuable for learning, life and work. Pupils will:

- develop knowledge and understanding of a variety of selected dance styles, describing the skills, characteristics and the social and cultural influences on the selected dance style.
- learners will develop their technical skills, through knowledge and practical experience in a variety of genres, specialising in two contrasting dance styles
- plan, develop and implement approaches to enhance personal technique and choreography
- monitor, record and evaluate performance development, through video and support logs
- apply safe dance practice in performance
- learners will be given the opportunity to develop knowledge and understanding of basic choreographic principles, devices and structures.
- Develop knowledge and understanding of the application of theatre arts to enhance ideas, themes and stimulus within performance.
- Learners will perform a solo practical performance (choreographed by the tutor)
- learners for final assessment will present a choreography for two dancers
- learners will develop a greater knowledge and understanding of dance styles though observing a variety of dance performances, such as live performances, video and theatre.

The Learner Journey through all aspects of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of dance genres.

National 5 Dance

National 5 Dance consists of two Units.

- Dance: **Technical Skills**
- Dance: **Choreography**

Course assessment will consist of **two** components.

1. Performance of a solo in one dance genre.
2. A practical activity including:
 - creating and presenting of a choreography for two dancers
 - a choreography review.

Home learning in Dance

All pupils will be required to continue their learning through study at home. Work for both the Technical skills and the choreography units will require additional input at home in order to develop performance and enhance their knowledge and understandings. Tasks may include;

- independent research
- support log books
- watching dance choreography
- completing written tasks
- revision using GLOW or the PE & Health website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading written tasks. Other activities which parents/ carers can support pupils include;

- attending theatre events
- discussing dance influences
- encouraging participation in dance outside of school

Supporting Pupils in Dance

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to theatre events / venues and other places of interest
- involvement in extra-curricular clubs and teams

Hospitality

Courses will enable pupils to develop life skills and enhance their personal effectiveness in terms of cookery skills and food preparation techniques. Pupils will also be provided with a set of skills for those wishing to progress to further study. Pupils will learn how to prepare and cook food for themselves and others. Courses contain a significant practical component, involving experiential learning, and allow progression to a range of careers in the hospitality industry.

The **skills** that pupils gain by successfully completing courses in Hospitality will be valuable for learning, life and work. Pupils will:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients, work safely and hygienically

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of hospitality skills. The structure of courses, built on hierarchical mandatory units will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Hospitality

The course consists of 4 mandatory Units, including the Added Value Unit. All Units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed throughout the Course.

Hospitality: **Cookery Skills, Techniques and Processes**

Hospitality: **Understanding and Using Ingredients**

Hospitality: **Organisational Skills for Cooking**

Hospitality: Producing a Meal (Added Value Unit)

National 5 Hospitality

The course consists of 3 mandatory units and the Course Assessment. Each of the component Units of the Course form a coherent whole, with pupils' skills and related knowledge being systematically developed throughout the Course.

Hospitality: **Cookery Skills, Techniques and Processes**

Hospitality: **Understanding and Using Ingredients**

Hospitality: **Organisational Skills**

Hospitality: **Course Assessment Component – Practical Activity**

Home learning in Hospitality

All pupils will be required to continue their learning at home. Work for the practical units will require additional input at home in order for targets to be met and to develop skills. Tasks may include;

- independent research
- portfolio work
- watching cookery demonstrations
- completing written tasks
- practising practical skills
- revision using GLOW or the PE & Health website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, proof reading folios. Other activities which parents/ carers can support pupils include;

- reading recipes in magazines and online
- discussing food choices within the home
- watching and discussing cookery programmes

Supporting Learners in Hospitality

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to cafes; restaurants and venues of interest

Careers in Physical Education and Health

All Physical Education and Health subjects develop skills which are required in many careers, not just subject specific. These skills can be applied to a multitude of careers and in

many cases higher education courses encourage pupils to have a qualification in these areas. All subjects play a significant role in health and wellbeing throughout life and are welcomed by further educational establishments and employers.

Below are some specific careers related to Physical Education and Health.

Hospitality	Physical Education	
Baker	Professional Sports person	
Confectioner	Health and Fitness Instructor	
Bar Manager	Lifeguard / Pool Attendant	
Catering Manager	Outdoor Pursuits Instructor / Leader	
Childcare	Physiotherapist	
Cook or Chef	Psychologist – Sport and Exercise	
Food Counter Assistant	Sport Scientist	
Food Technician	Sports Coach	
Home Carer	Sports Development Officer	
Hotel General Manager	Sports / Leisure Centre Assistant / Manager	
Kitchen Assistant	Sports Therapist	
Restaurant Manager	Physical Education Teacher	
Home Economics Teacher	Armed Forces	
Event Coordinator / Manager	Police Officer	
Dietician	Sports Journalism	
Environmental Health Officer	Sports Physiologist	
Play Worker / Play Assistant	Health Promotion Officer	
Market Research Executive	Nutritionist	